
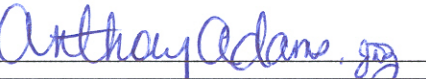


Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

| | |
|--|---|
| Legal Name of School Building: Law Academy | Mailing Address: 19411 Cliff Avenue, Detroit MI, 48234 |
| School Building Code: 211 | |
| School Building Contact for the School Improvement Grant | |
| Name: Jeffery Nelson | |
| Position and Office: Principal | |
| Contact's Mailing Address: 19411 Cliff Avenue, Detroit MI, 48234 | |
| Telephone: (313) 866-3400 | |
| Fax: (313) 866-6200 | |
| Email address: jeffery.nelson@detroitk12.org | |
| LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager | Telephone: |
| Signature of the LEA School Superintendent/Director: X  | Date: |
| LEA School LEA Board President (Printed Name): Anthony Adams, Esq. | Telephone: |
| Signature of the LEA Board President: X  | Date: |
| The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application. | |

Section A

1. Possible model to use for analysis of data. Needs a narrative

Law Academy and its surrounding area are challenged daily by economic and academic hardship. We are and have been performing below state and district expectations, in many areas. In order to improve our current standing with the state and district expectations we are targeted for improvement with the Turnaround Model for reform. Promoting regular school attendance is a key component both state and district wide in raising educational standards. Law Academy has suffered academically due to the poor attendance of both students and staff. Our special needs population has increased greatly and they are struggling with the core academics. Our reform model is allowing us to correct this concern.

Using the Turnaround Model for school reform will give the Law school community the opportunity to make sure that each and every child who attends Law Academy receives high quality daily instruction that meets and exceeds district and state wide standards. We are in the process of improving attendance and best practices to ensure quality education for our students. The parents, students, staff, administration, and our current community support groups are all on the same accord as it relates to the students and their academic needs. By accepting employment at Law Academy after the selection interviews, the team as a whole accepts this responsibility to get the job done. With the proper training, professional development, and team work, our reform model will allow Law Academy to successfully achieve attendance and academic goals. We have started by receiving a new principal, Mr. Jeffery Nelson, hired in January of 2009. Mr. Nelson is dedicated and very receptive to the Turnaround Model for school reform. Under the Turnaround Model for reform, Mr. Nelson will have greater flexibility to hire and replace staff outside of the traditional union policies. Mr. Nelson will take advantage of the agreement made with the district and Detroit Federation of Teachers to evaluate instructional staff at the end of the school year to determine if they have met the criteria of satisfactory performance for a priority school which will include: quarterly benchmark assessments, creative teaching methods, participation in shared decision-making groups, and attendance. He will further ensure that there is accelerated growth in student achievement as measured by the MDE standards, use creative scheduling, embed an on-going after-school tutorial program, and promote parental and community engagement.

The scoring presented below show, as they relate to testing and attendance, significant decreases in the performance of each sub-group except for grade seven, which shows increases in both reading and mathematics, and grade six increased in mathematics. Collectively all grade levels show a significant decrease in reading. The largest gap can be seen in students with disabilities in the area of mathematics. Reading is consistent in decrease within a ten percent range in students with disabilities. Other than grades five and eight the reading was also less than ten percent across the board. The attendance documentation is being reviewed at the present time. All areas are targeted for improvement.

Subgroup Academic Data Analysis

Percent of Subgroup Meeting State Proficiency Standards

| Group (GRADE 3) | Reading | | | Math | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |
| Social Economic Status (SES) | 74 | 69 | 70 | 83 | 58 | 58 |
| Race/Ethnicity | 75 | 71 | N/A | 83 | 52 | N/A |
| Students with Disabilities | 65 | 73 | N/A | 71 | 43 | N/A |
| Limited English Proficient (LEP) | <10 | <10 | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 71 | 71 | N/A | 85 | 52 | N/A |
| Female | 79 | 72 | N/A | 81 | 69 | N/A |
| Aggregate Scores | N/A | N/A | N/A | 83 | 61 | 52 |
| State | 59 | 59 | 59 | 59 | 59 | 59 |

| Group (GRADE 4) | Reading | | | Math | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |
| Social Economic Status (SES) | 55 | 47 | N/A | 79 | 44 | N/A |
| Race/Ethnicity | 55 | 48 | N/A | 80 | 45 | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient (LEP) | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | |
|-----------------------------------|------------|------------|------------|------------|------------|------------|
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 49 | 47 | N/A | 74 | 50 | N/A |
| Female | 62 | 47 | N/A | 85 | 46 | N/A |
| Aggregate Scores | N/A | N/A | N/A | N/A | N/A | N/A |
| State | 59 | 59 | 59 | 59 | 59 | 59 |

| Group (GRADE 5) | Reading | | | Math | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |
| Social Economic Status (SES) | 60 | 32 | N/A | 40 | 30 | N/A |
| Race/Ethnicity | 57 | 38 | N/A | 40 | 37 | N/A |
| Students with Disabilities | 32 | 10 | N/A | 16 | 18 | N/A |
| Limited English Proficient (LEP) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 57 | 92 | N/A | 41 | 40 | N/A |
| Female | 55 | 39 | N/A | 39 | 33 | N/A |
| Aggregate Scores | N/A | N/A | N/A | 40 | 37 | N/A |
| State | 59 | 59 | 59 | 65 | 65 | N/A |

| Group (GRADE 6) | Reading | | | Math | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |
| Social Economic Status (SES) | 56 | 42 | N/A | 30 | 65 | N/A |
| Race/Ethnicity | 58 | 46 | N/A | 31 | 57 | N/A |
| Students with Disabilities | 44 | N/A | N/A | 12 | N/A | N/A |
| Limited English Proficient (LEP) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | <10 | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 58 | 49 | N/A | 33 | 54 | N/A |
| Female | 58 | 44 | N/A | 27 | 59 | N/A |
| Aggregate Scores | N/A | N/A | N/A | 31 | 57 | N/A |
| State | 54 | 54 | N/A | 54 | 54 | N/A |

| Group (GRADE 7) | Reading | | | Math | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |
| Social Economic Status (SES) | 53 | 56 | N/A | 31 | 32 | N/A |
| Race/Ethnicity | 51 | 59 | N/A | 32 | 34 | N/A |
| Students with Disabilities | 44 | N/A | N/A | 72 | 0 | N/A |
| Limited English Proficient (LEP) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | |
|-------------------------|------------|------------|------------|------------|------------|------------|
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 41 | 53 | N/A | 20 | 39 | N/A |
| Female | 56 | 66 | N/A | 37 | 27 | N/A |
| Aggregate Scores | N/A | N/A | N/A | 32 | 34 | 37 |
| State | 54 | 54 | N/A | 54 | 54 | N/A |

| Group (GRADE 8) | Reading | | | Math | | |
|---|----------------|----------------|----------------|----------------|----------------|----------------|
| | 2009-10 | 2008-09 | 2007-08 | 2009-10 | 2008-09 | 2007-08 |
| Social Economic Status (SES) | 77 | 39 | N/A | 34 | 29 | N/A |
| Race/Ethnicity | 76 | 74 | N/A | 33 | 31 | N/A |
| Students with Disabilities | <10 | N/A | N/A | N/A | N/A | 43 |
| Limited English Proficient (LEP) | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Neglected & Delinquent | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 69 | 40 | N/A | 49 | 27 | N/A |
| Female | 83 | 45 | N/A | 18 | 35 | N/A |
| Aggregate Scores | N/A | N/A | N/A | 33 | 31 | N/A |
| State | 54 | 54 | N/A | 54 | 54 | N/A |

Subgroup Non-Academic Analysis

Year: 2009-2010

| Group | # Student s | # of Absences | | # of Suspensions | | # of Trua ncies | # of Expulsi ons | Unduplicate d Counts | |
|-----------------------|-------------------|------------------|-----|---------------------|------|-----------------------|------------------------|-------------------------|------|
| | | >10 | <10 | In* | Out* | | | In* | Out* |
| ALL STUDENTS | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| SES | 788 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Race/Ethnicity | 917 | N/A | N/A | N/A | 13 | N/A | N/A | N/A | 13 |
| Disabilities | 123 | N/A | N/A | N/A | 4 | N/A | N/A | N/A | 10 |
| LEP | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | 493 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Female | 457 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Totals | 950 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Group | # of Students | # of Retentions | # of Dropouts | # promoted to next grade | Mobility | |
|----------------|---------------|-----------------|---------------|--------------------------|----------|---------|
| | | | | | Entering | Leaving |
| Total Students | N/A | N/A | N/A | N/A | N/A | N/A |
| SES | N/A | N/A | N/A | N/A | N/A | N/A |
| Race/Ethnicity | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| LEP | N/A | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A | N/A |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A |
| Gender | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A | N/A |
| Totals | N/A | N/A | N/A | N/A | N/A | N/A |

Year: 2009-2010

Enrollment and Graduation Data – All Students

Year: 2009-2010

| Grade | # of Students | # Students enrolled in a Young 5's program | # Students in course/grade acceleration | Early HS graduation | # of Retentions | # of Dropouts | # promoted to next grade |
|-------|---------------|--|---|---------------------|-----------------|---------------|--------------------------|
| K | 100 | N/A | N/A | N/A | N/A | N/A | NOT AVAILABLE |

| | | | | | | | |
|-----------|------------|------------|------------|------------|------------|------------|-------------------------------|
| 1 | 92 | N/A | N/A | N/A | N/A | N/A | NOT AVAILA BLE |
| 2 | 92 | N/A | N/A | N/A | N/A | N/A | NOT AVAILA BLE |
| 3 | 93 | N/A | N/A | N/A | N/A | N/A | NOT AVAILA BLE |
| 4 | 111 | N/A | N/A | N/A | N/A | N/A | NOT AVAILA BLE |
| 5 | 112 | N/A | N/A | N/A | N/A | N/A | NOT AVAILA BLE |
| 6 | 94 | N/A | N/A | N/A | N/A | N/A | NOT AVAILA BLE |
| 7 | 86 | N/A | N/A | N/A | N/A | N/A | NOT AVAILA BLE |
| 8 | 82 | N/A | N/A | N/A | N/A | N/A | NOT AVAILA BLE |
| 9 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 10 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 11 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 12 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Number of Students Enrolled in Extended Learning Opportunities

Year: 2009-2010

| # of Students in Building by Grade | # Enrolled in Advanced Placement Classes | # Enrolled in International Baccalaureate Courses | # of Students in Dual Enrollment | # of Students in CTE/Vocational Classes | # of Students who have approved/reviewed EDP on file |
|------------------------------------|--|---|----------------------------------|---|--|
| 6 | N/A | N/A | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A | N/A | N/A |
| 8 | N/A | N/A | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A | N/A | N/A |
| 10 | N/A | N/A | N/A | N/A | N/A |
| 11 | N/A | N/A | N/A | N/A | N/A |
| 12 | N/A | N/A | N/A | N/A | N/A |

2. School Building Capacity – Resource Profile

| | | | |
|---|---|--|------------------------------------|
| X General Funds X Title I Part A X Title I School Wide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D | X Title I School Improvement (ISI) | <input type="checkbox"/> Title II Part A X Title II Part D <input type="checkbox"/> USAC - Technology | <input type="checkbox"/> Title III |
| <input type="checkbox"/> Title IV Part A | X Section 31 a | X Head Start | X Special Education |

| | | | |
|--|---------------------------------------|--|----------------------------|
| <input type="checkbox"/> Title IV Part A | X Section 31 a | X Head Start | X Special Education |
| <input type="checkbox"/> Title V Parts A-C | <input type="checkbox"/> Section 32 e | <input type="checkbox"/> Even Start | |
| | <input type="checkbox"/> Section 41 | <input type="checkbox"/> Early Reading First | |

3. School Building Commitment

As a Priority School our staff supports the school improvement application and their proposed efforts to effectively change the school using the Turnaround Intervention Model. The turnaround intervention model will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained achievement. Detroit Public Schools and the Detroit Federation of Teachers (DFT) have established an agreement focused on enhancing student achievement through Instructional, Economic and Operational Reforms in the establishment of Priority Schools. Priority Schools intend to offer a rigorous educational program which includes extended day learning and measurable expectations from school reform. Together we are committed to working collaboratively to strengthen academics and team building in all areas to support the improvement application as well as the current AYP status that is approved in this plan.

The principal is committed and willing to support the proposed efforts to effect change as described in this plan. All staff was interviewed and awaited a selection process. Every staff member that is currently employed at the school was selected by the school based selection committee and each staff member had the opportunity to accept or decline the positions that he/she is currently working in. Outside agencies that are a part of the community, to date, have joined in to support our school.

We are confident that, together with Teachscape our turn around method approach, will implement responsive and proactive school improvement initiatives that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA). We have collaboratively researched best practices, professional development opportunities, and innovative educational technology to improve the instruction of all teachers and administration. By teaming with all teachers, alignment between curriculum, instruction, materials, and assessment will be ensured. The staff has agreed to providing intervention for all students at Law Academy. As a team we will provide the direct and indirect support of all students through differentiated instruction. All individual needs will be attended to with the support of an on staff literacy coach. We all agree that this change initiative is supported, even mandated, at both the National and State levels. This helps us to know that change for improvement will be continuous and sustained beyond the expected three year period.

Teachers will be provided with the necessary staff development, on how to modify instruction to meet the needs of every student. They will also be in serviced on how to monitor and implement a new attendance monitoring system. The learning team will conduct co-teaching, differentiated instruction, supplementary aids and services, and peer mentoring. Our special education teacher(s) will partner with the general education teachers to work both directly and indirectly to support the students who merge out (inclusion) with the general education students. This will ensure that the students with disabilities have access to a full array of all intervention programs. The school community will use the resource coordinating team (RCT) meetings to develop interventions. The administration will arrange any additional interventions needed for staff to support this process. The turnaround model will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained achievement.

Law Academy's ability to support the systemic change required by the model selected will focus on the "turnaround" model of school reform. Law Academy is aligned with the school district to support the turnaround model. We have changed the staffing by sixty percent for accountability and to provide continuous effective teaching. Those who were not interested in working at Law Academy, or who were unable to support the processes described in this Priority Schools Initiative have been placed in an eligibility pool for non-priority schools. We are incorporating extended school days, thus allowing additional professional development and collaboration among staff and a partnership with Teachscape, a district approved provider. We have centered on the vision that the students of Law Academy are successful learners with successful outcomes. We have moved towards a shared vision of all stakeholders to make dramatic improvements in curriculum development, awareness of students' individual needs, professional development, and organizational development through the teacher evaluation process. The teacher evaluation process will prove and provide core competencies that define effective teaching. The principal will evaluate effective staff to support systemic change by repeated walkthroughs, teacher record keeping and documentation, lesson planning reviews that support differentiated instructional practices, grade level meetings, and one-on-one meetings with each teacher to share any and all academic concerns.

Teachscape will assist the principals' evaluations by using a program that is data driven to document each teacher's performance in the classroom. We are now an outcome driven, evidence-based school. We will operate solely on concrete evidence that is produced by our schools data as it relates to teachers, administrators, and outside community partners. We will assess and measure teacher and administrator effectiveness, in all required domains, as a team effort. We will not be an arbitrary decision making school. Law Academy will operate under a new governance structure made up of a body of stakeholders. Law Academy will promote the continuous use of all student data to inform and differentiate instruction and develop continuous assessment. Professional development which is research based by Caroline Tomalson will assist in all staff's understanding and collaboration of content process and product in differentiated

instruction. Stakeholders will visit places that are trying new approaches to instruction and organization in similar public educational institutions, preferably using the turnaround model.

Law has implemented the Education Leadership Team Model in collaboration with RESA and teachscape. Job embedded professional developments efforts have been focused on yearly expectations, student achievement and communication with staff members. Staff performance and student instructional practices are evaluated through walkthroughs. Feedback is shared with staff at staff meetings, bimonthly to encourage collaboration. Grade level and content teams have been formed and meet bimonthly. Teachscape and WRESA are offering professional development support for rigorous instructional practices. A process mentoring coach is also in place and meet weekly with the principal and school improvement leaders to encourage a common understanding of quality student work for all students.

The staff will attend the Differentiated Instruction (DI) annual conference each year for the next three years. The staff will also partner with local universities to fulfill our commitment to increasing student achievement. This thrust in exploration will build networking and teaming among all stakeholders. The staff of Law Academy will continue using the turnaround model to ensure that the academic challenges are continuously met above and beyond the three-year expectation period. The Law Academy staff will ensure that our diverse stakeholders as well as our union (Detroit Federation of Teachers) are knowledgeable of our vision and strategic plan for moving forward for systemic change as it relates to our instructional reform as outlined in the settlement proposal between the district and the teachers union. Law Academy will be committed to developing alternative evaluation methods beyond the standard assessments. The assessments will provide a differentiated approach to teaching and learning. Not every child will be given the exact same test to prove their knowledge academically.

The Turnaround team at Law Academy has a strong commitment to exploring social, emotional, and community-oriented services and support for students. The staff is willing to implement this selected model for rapid improvement in our students' achievement levels. The turnaround team is dedicated to supporting the entire school and its community to provide outreach through No Color Lines Global, Rocket Learning, Educational Empowerment, Neighborhood Legal Services, local police departments, community churches, universities and colleges, financial institutions, career professionals, and local recreation centers. We are developing a relationship among all groups involved to provide effective evaluations that will hold all staff accountable to their individual duties, responsibilities and expectations that are required to change Law Academy. The entire team will be a part of defining what is appropriate teaching and learning and what is not. Everyone will be on the same accord. The staff will form social groups that include but are not limited to all of the above mentioned.

Teachscape will provide additional professional development focusing on data collection and how to analyze the data to receive the greatest benefits for both students and staff. Teachscape will also support the team in monitoring the change through the operational process in all areas

mentioned. This will ensure proper observation evaluation of this entire process. The staff along with Teachscape will utilize the data from Zangle to design a variety of differentiated assignments, project based instruction and intervention strategies to ensure academic improvement for all students. We recognize that professional development and collaboration are priorities; we are using bi-weekly common preparation time and allotted teacher meetings to support team building and enhancement for intervention to be developed and implemented.

4. School Improvement Intervention Plan

To ensure effective development and implementation of the tiered instruction, Law along with Teachscape will develop and provide specific technology based professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups. Use of technology and instruction is a goal in improving student achievement in the reimplementation process.

Tier I

The RTI process begins by pre-screening all students and identifying those at risk of not meeting proficiency by using an instrument selected by the school and vetted by the district. While the progress and attendance (Zangle/Cognos) of all students will be monitored through the RTI process, special attention will be paid to the identified students. These computer based systems allow us to track and identify students individual proficiency data for AYP, student individual needs, intervention programs used, attendance, student grades, individual academic progress and intervention plans for individual students.

Collecting and Analyzing School Wide Data

In addition to screening, school leaders, ILT members and the reading coach, WRESA support staff, and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data – student achievement data, instructional practice data and trend data. Instructional practice data is an evaluation used to identify information needed that will provide feedback to stakeholders regarding progress. This data is collected from Educational Leadership Walkthroughs. It is used to identify the need for change of course over a period of time in a timely manner. The documentation developed can be used for short term, mid-term and long term outcomes. It includes differentiated instruction and assignments, this analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided.

As the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas. We will use RESA and Teachscape to inform and develop common understandings to address the need of improving student achievement in year one.

Implementation of Scientifically-Based Curricula

The school has committed to implement the findings of the National Reading Panel (2002) in selecting and implementing reading curriculum for Tier I that includes the five key components (phonemic awareness, phonics, fluency, vocabulary development and comprehension) and that also include explicit and systematic instruction, and organizational and instructional routines that are consistent across grade levels (Hughes and Dexter, 2007). Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

Teachscape staff will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, align the curricula – horizontally and vertically – with the standards, pace the curriculum relative to district guidelines and also provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

Faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate. Leaders, with support from the Teachscape partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity.

Assessments and Progress Monitoring

Effective, achievement-focused instruction is based on ongoing assessment tools and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DIBELS, Burst, Star Reading, Accelerated reading and Math, and others.

The Law staff have committed to using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a ‘backward design’ (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscape partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data – not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

Differentiated Instruction

Tier I instruction is designed as highly effective instruction for all students. Implementing this process well rests on effective approaches to differentiated instruction.

The Law faculty is committed to addressing student needs by differentiating instruction relative to deliver, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals. Differentiation will place the students at the center of the teaching/learning dyad and will include: differentiated instructional practices, such as peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders.

Teachscape partners will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning. The Instructional Leadership Team will work with Teachscape partners to enhance their capacity to promote, support and sustain effective teaching practices and improved rigorous student achievement. School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Law faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups (1-5) of youngsters with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Building the Essential Foundation

To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of

differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups of children (1-3), supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

Building the Essential Foundation

A common practice among high performing schools is the use of data to drive and support continuous instructional improvement (Tomlinson, 2003; Datnow, Park and Wolhsetter, 2007). Another is to link student data with teaching data to inform both teaching practice and drive measurable and dramatic changes in student achievement (Berry, Fuller and Reeves, 2007). The Law staff and their Teachscape partners are committed to building the essential foundation of data-informed approaches to teaching and learning proven effective in raising student achievement.

As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three-year period: (1) the Teachscape Classroom Walkthrough Tool (CWT) and (2) REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self-analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Working with Instructional Leaders: CWT

Teachscape offers professional learning for the Law Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA; (3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, PLC sessions, ILT meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.

This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ('look fors') can be completely customized by the school to represent their specific interests and needs.

Working with Instructional Leaders: REFLECT

Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Law Academy partners will work with the teachers to identify data-informed professional learning.

Working with Instructional Leaders: Effective Teaching Strategies

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include: Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice; Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom; Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions; and Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Although the bulk of Teachscape's work focuses on the capacity of instructional leaders (ILTs), Teachscape will work directly with teachers – explaining, modeling, co-planning and co-teaching to build deep teacher understanding of research-based instructional practices and proven ways to integrate these effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

Teachscape partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-

analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers. The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively. Instructional leaders will observe the work of the Teachscape specialists and develop plans to implement the work on their own.

The success of a coherent and impactful Response to Intervention system depends almost entirely on the capacity of instructional leaders and teachers to identify and use data to inform the interventions, monitor their implementation and measure their impact relative to changes in teaching practice and changes in student achievement. To enhance and develop this capacity, Law Academy and Teachscape specialists will collaborate in all efforts to make the changes necessary to get the job done.

Workshops and Conferences

The School Improvement Plan outlines numerous professional learning workshops and conferences, tied to the school improvement goals, for teachers and administrators. These opportunities include, but are not limited to, the following: National Conference on Education, Council of Great City Schools Fall Conference, Differentiated Instruction TOT Training, Michigan Reading Association Annual Conference, 6+1 Traits Writing Training, Weekend Data Retreat, Michigan Teachers of Mathematics Council Annual Conference, National Staff Development Council Annual Conference, National Conference on Education, Association for Supervision and Curriculum Annual Conference, National Association of Elementary Principals Annual Conference, Study Island Implementation Training, National Center for Urban School Transformation Symposium 2011, National Association of Black Educators 38th Annual Conference, and Michigan Science Teachers Association Conference.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. Teachscape was selected from the MDE

preapproved list. We also partnered with WRESA to provide a process mentorship coach, support for professional development and technological support.

6. Alignment of Resources

Marion Law's human and community resources will be aligned to facilitate implementation of the intervention selection by monthly meetings with Teachers, Students, Local School Community Organization (LSCO), No Color Lines Global, Rocket Learning, Education Empowerment, Club Z, McCall Tutorial, and Wayne RESA to ensure the district's and Law Academy's requirements for the Turnaround Model are comprehensive across the board. The entire team will participate in comprehensive professional development that will build the capacity of all stakeholders involved. Law Academy clearly understands the importance of engaging all stakeholders in the District's turnaround process. That being said, Law Academy along with the Detroit School District is working to expand communication and engagement strategies to ensure that all key stakeholders of the internal and external school community are appropriately informed and engaged.

7. Modification of local building policies or practices

The Educational Leadership Team is established at the school level and has twelve (12) committee members, consisting of, Principal, Assistant Principal, DFT Building Representative and four (4) Teachers. Law has selected Educational Leadership Teams based upon a peer selection process. Any schools with a team in place as of September 1st will have an opportunity each October to change the composition of its team.

Decisions in accordance with the established policies and practices for shared decision-making shall be made by consensus. The implementation of the decisions will be carried out by the principal and other members of the school staff, as necessary.

Law has modified its educational instruction to include 120 minutes of English language Arts Literacy Instruction and 90 minutes of Math Instruction. Tutoring is available through Supplemental Educational Services (SES) and Title One afterschool programs. The common prep period on Fridays are being utilized for professional development as well as a program developed by the middle school staff, "Second Chance," which allows failing students to get a re-cap of missed or failing assignments, with additional support from original teachers. Wednesday's staff meetings are focusing on grade level and content level discussion of student learning, best practices, and data analysis. Monthly professional development is developing a further expertise in the above areas.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

| Date/Time | Period Action Steps |
|-------------------------|--|
| September 2009 | Conducted District Instructional Audit |
| Fall/Winter 2009 | Developed District Academic Plan |
| Winter 2009/Spring 2010 | Aligned Title/ARRA Application Funding Request |

| | |
|------------------------|--|
| Fall/Winter 2009 | Negotiated labor contracts (DFT five major reform initiatives providing flexibility relative to work rules for Priority Schools) |
| April 2010 | Completed Principal Performance Reviews |
| May 2010 | Determined Preliminary School Closure List |
| June/July 2010 | Conducted Principal Interview Process and School Assignments |
| June 2010 | State Identifies PLAS (First List) |
| July 2, 2010 | Initial Meeting with Board President Regarding SIG Application Process |
| July 10, 2010 | District Identifies Priority Schools (includes PLAS) |
| July 16, 2010 | Submitted Draft LEA SIG Application |
| July 27, 2010 | Held Initial Meeting with Schools regarding SIG Application Process and information regarding partner providers |
| July 29, 2010 | Held Initial Meeting with Partner Providers regarding SIG application guidelines and process for assigning PLAS partners |
| August 3, 2010 | Held Joint SIG School and Partner Provider Meeting regarding roles and responsibilities as it relates to the completion of the SIG application |
| August 3, 2010 | Held Meeting with Board President to discuss SIG Application Process |
| August 4, 2010 | Held Meeting with School Board Academic Committee to discuss SIG and Redesign Process |
| August 10, 2010 | Held District Community SIG/Redesign Meeting and Individual School-Level Community Meetings |
| Week of August 9, 2010 | Held District-sponsored meeting regarding budget development guidance |
| August 12, 2010 | Final school-level plans due to District |
| August 16, 2010 | Submitted Final SIG Applications to MDE Updated List of PLAS announced |
| August 2010 | PLAS Participate in New Staff Selection Process per the Priority Schools Agreement |
| August 27, 2010 | Six Schools Awarded SIG funds |
| September 7, 2010 | Established Office of Priority Schools (includes PLAS) |
| September 13, 2010 | Held Meeting with Redesign Schools to Discuss Next Steps |
| September 17, 2010 | Attended Technical Assistance Meeting in Lansing for Redesign Schools |
| September 27, 2010 | Meeting Held with SIG Funded Schools to Procedures for Accessing Funds |
| September 29, 2010 | Held meeting Redesign Schools and Partner Providers to Discuss Steps Required to Complete Redesign Plans Discuss Steps Required to Complete Redesign Plans |
| In progress | Meetings with Partner Providers to finalize performance expectations, establish benchmarks, and modify contracts |

| | |
|----------------------------|---|
| Monthly (Current) | Monthly Meetings with Partner Providers |
| October 18, 2010 | Submitted Draft Redesign School Plans to MDE |
| October 29, 2010 | Received Redesign Plans Feedback from MDE |
| November 5, 2010 | Meeting Held with Redesign Schools and Partner Providers to Discuss MDE Feedback and Next Steps |
| November 16, 2010 | Submit Redesign Plans to MDE |
| January 5, 2011 | Share Redesign Plan Feedback from MDE with Schools |
| January 7, 2011 | ILT Teachscape In-service |
| January 12, 2011 | ILT Teachscape In-service |
| January 5-January 18, 2011 | Assist Redesign Schools in Making Appropriate Modifications to Plans based on MDE's Feedback |
| January 26, 2011 | Teachscape Walkthrough Training |
| January 2011 | Begin Quality School Review Process with PLAS |
| January 2011-Ongoing | District Comprehensive Professional Development System of Support begins for PLAS (based on QSR and benchmark data) |
| January 2011 | Begin "Roll Out" of New Teacher Evaluation Tool/System with Pilot Schools (PLAS included in Pilot) |
| January 2011-Ongoing | Professional Development for PLAS School Leadership Teams will begin |
| February 3, 2011 | Teachscape Best Practices |
| February 9, 2011 | Teachscape ILT CWT In-Service/Smart board In-Service |
| February 12, 2011 | MEAP Data In-Service |
| March 9, 2011 | Use of Instructional Technology for Differentiated Instruction |
| March 12, 2011 | Teaming/All Kinds of Minds WRESA In-Service |
| March 15-16, 2011 | Professional Development TBD |
| March 23, 2011 | Teachscape In-Service |
| April 16, 2011 | Conflict Resolution (Teachscape) |
| April 24, 2011 | Teachscape In-Service |
| May 25, 2011 | Teachscape In-Service |
| June 15, 2011 | Teachscape Final In-Service/Visit (Data Roll-Out) |

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

| | Current Proficiency Rate 2009-10 | | Goal for 2011-12 | | Goal for 2012-13 | | Goal for 2013-14 | |
|---------|----------------------------------|---------------|-------------------|---------------|-------------------|---------------|--------------------|----------------|
| Reading | Elementary 33% | Middle 67% | Elementary 79% | Middle 77% | Elementary 90% | Middle 89% | Elementary 100% | Middle 100% |

| | | | | | | | | |
|-------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|--------------------|----------------|
| Mathematics | Elementary 67% | Middle 32% | Elementary 82% | Middle 77% | Elementary 91% | Middle 89% | Elementary 100% | Middle 100% |
|-------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|--------------------|----------------|

10. Stakeholder Involvement

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. Every effort was made to engage the parents and the community on a regular basis. We are involved in an on-going collaborative effort. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Marion Law also collaborated with Teachers and staff, Detroit Public Schools, Detroit Federation of Teachers, Students, Local School Community Organization (LSCO), No Color Lines Global, Rocket Learning, Education Empowerment, Club Z, and McCall Tutorial in preparing the School Improvement Application. Collaboration with experts such as outside social workers, juvenile justice representatives and the visiting nurse were included in this effort. Perception data was collected from parents, community and staff members to gain feedback in the school improvement turn around plan.

11. Sustaining Reforms

The reforms from the selected interventions will be sustained in this school after the funding period ends by continuing all processes set up from the initial funding by requesting support from outside sources and maintaining the teams initially put in place. With the districts support, we will continue to conduct individual principal performance reviews, teacher evaluations, professional development through WRESA, classroom walk through (CWT), teacher self-assessments, and pre and post observation conferences with school administrators. We will continue to implement strategies such as financial incentives by writing to local business such as book stores, teacher stores, restaurants, movie theaters, and highly established companies to support this effort. For increased opportunities for promotions and career growth Law Academy will attend all district approved workshops and professional development activities that are at no cost to the school. Flexible working conditions will be determined at the discretion of the administrators and the educational leadership team. The school leadership team will continue on with shared decision making. Law Academy will maintain all acquired resources through proposed grants posted by the Department of Education and Detroit Public School opportunities.

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Law Budget (See Attachment I for a Detailed Budget)

| Year 1 Pre-Implementation | Year 1 Implementation | Year 2 | Year 3 | Three-Year Total |
|------------------------------|--------------------------|----------------|----------------|---------------------|
| \$ 179,000.00 | \$1,417,384.00 | \$1,417,384.00 | \$1,417,384.00 | \$4,252,152.00 |

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

| Metric | |
|--|------------|
| School Data | |
| Which intervention was selected (turnaround, restart, closure or transformation) | Turnaround |
| Number of minutes in the school year | 84,280 |
| Student Data | |

| | |
|--|---------------|
| Dropout rate | N/A |
| Student attendance rate | |
| For High Schools: Number and percentage of students completing advanced coursework for each category below | |
| Advanced Placement | N/A |
| International Baccalaureate | N/A |
| Early college/college credit | N/A |
| Dual enrollment | N/A |
| Number and percentage enrolled in college from most recent graduating class | N/A |
| Student Connection/School Climate | |
| Number of disciplinary incidents | 13 |
| Number of students involved in disciplinary incidents | Not Available |
| Number of truant students | 0 |
| Teacher Data | |
| Distribution of teachers by performance level on LEA's teacher evaluation system | 54 |
| Teacher Attendance Rate | |

Fiscal Information

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

Attachment A—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

We have started by receiving a new principal, Mr. Jeffery Nelson, hired in January of 2009. Mr. Nelson is dedicated and very receptive to the Turnaround Model for school reform.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

Mr. Nelson will take advantage of the agreement made with the district and Detroit Federation of Teachers to evaluate instructional staff at the end of the school year to determine if they have met the criteria of satisfactory performance for a priority school which will include: quarterly benchmark assessments, creative teaching methods, intensive professional development, participation in shared decision-making groups, and attendance. He will further ensure that there is accelerated growth in student achievement as measured by the MDE standards, use creative scheduling, embed an on-going after-school tutorial program, and promote parental and community engagement.

3. Screen all existing staff and rehire no more than 50 per cent.

By accepting employment at Law Academy after the selection interviews, the team as a whole accepts this responsibility to get the job done. With the proper training, professional development, and team work, our reform model will allow Law Academy to successfully achieve attendance and academic goals. All staff was interviewed and awaited a selection process.

4. Select new staff.

Every staff member that is currently employed at the school was selected by the school based selection committee and each staff member had the opportunity to accept or decline the positions that he/she is currently working in. We have changed the staffing by sixty percent for accountability and to provide continuous effective teaching. Those who were not interested in working at Law Academy, or who were unable to support the processes described in this Priority Schools Initiative have been placed in an eligibility pool for non-priority schools.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

The staff at Law Academy will be given the opportunity to earn financial incentives to increase academic learning opportunities that support our turnaround model. Teachers will be able to attend paid workshops, attend university course work to support differentiated instruction, teacher textbook support, gift cards to community teacher stores, flex time for teachers to support extended day learning, gift cards for family outings, and an annual nominal incentive for all staff members. Additionally, in collaboration with Detroit Public School District's Turnaround Model, to further the connection between academic achievement and school performance, a school-based performance bonus will be offered to participating schools. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act. The School Leadership Team and building administration will meet annually to develop the application for consideration complete with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified criteria for consideration, and clearly defined objectives for the school year. The bonus packages will be distributed to the schools either by (1) utilizing the District's predetermined cash distribution matrix or (2) the Law Academy Leadership Team will determine an alternative.

Schools selected to participate in the school-based performance program will be subject to an annual review according to pre-determined criteria using supportive evidence and data for each school. A data-based rationale must be provided if a school is not renewed for participation in the following year. Participation in the School Based Performance Bonus will require schools/school leadership teams receive training on the components and process for participation in the School Based Performance Bonus. The District will begin training during the second semester and implementation September 2011. In addition, Law Academy is identified as a Priority School in the amended DFT Collective Bargaining Agreement which provides the additional flexibility require to fully implement the components of the Turnaround model.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

We have collaboratively researched best practices, professional development opportunities, and innovative educational technology to improve the instruction of all teachers and administration. By teaming with all teachers, alignment between curriculum, instruction, materials, and assessment will be ensured. The staff has agreed to providing intervention for all students at Law Academy. As a team we will provide the direct and indirect support of all students through differentiated instruction. All individual needs will be attended to with the support of an on staff literacy coach. We all agree that this change initiative is supported, even mandated, at both the National and State levels. This helps us to know that change for improvement will be continuous and sustained beyond the expected three year period. Teachers will be provided with the necessary staff development, on how to modify instruction to meet the needs of every student. They will also be in serviced on how to monitor and implement a new attendance monitoring system. The learning team will conduct co-teaching, differentiated instruction, supplementary

aids and services, and peer mentoring. Our special education teacher(s) will partner with the general education teachers to work both directly and indirectly to support the students who merge out (inclusion) with the general education students. This will ensure that the students with disabilities have access to a full array of all intervention programs. The school community will use the resource coordinating team (RCT) meetings to develop interventions. The administration will arrange any additional interventions needed for staff to support this process. The turnaround model will provide our principal and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained achievement.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

The District is currently working to create the Office of Priority Schools. The Office of Priority Schools is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Assistant Superintendent will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

The turnaround model selected by the district for Law Academy is Teachscape. The administrator (Jeffery Nelson) is the turnaround leader who reports to the Superintendent and/or Chief academic Officer. Several teachers under this model are part of an Instructional Leadership Team whose purpose is to provide data from the classroom with continuous non-evaluative classroom walkthroughs. The data is compiled and brought to the staff to show a clear picture of teaching practices at Law Academy.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

Detroit Public Schools has engaged Houghton Mifflin Harcourt (HMH) to implement their *Learning Village* system. *Learning Village* will provide teachers and administrators with universal access to the following information critical to the teaching and learning process: curriculum mapping and standards alignment; supplemental content to support the literacy and math models of DPS and differentiated instruction; assessment data reporting to inform instruction; benchmark assessment item banks; and online instructional content through Destination Math and Reading. *Learning Village* provides resources for data driven decision making through Data Director and the Assess 2 Know item banks.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

The District's comprehensive assessment program requires that both quantitative and qualitative data are regularly collected and reviewed to support differentiated instruction and meet the needs of individual students. Schools will regularly review and utilize both State and District Benchmark assessment data and data collected during the Quality School Review Process and regular principal/associate superintendent school walk throughs.

10. Establish schedules and implement strategies that provide increased learning time.

Extended Day

The District implemented a system-wide Extended Day program beginning the 2009-2010 school year. This program will continue during the 2010-2011 school year. The program provides students in grades 1 – 8 additional support, intervention, and acceleration in the areas of reading and math. Each day the students experience an extended 2 - hours of instructional time. The Extended Day program includes 1-hour for reading, 1-hour for math, 20 minutes for a nutritional snack break and 5 minutes for both class change and dismissal. To help make the extended day programming more effective, the District keeps the student teacher ratio to 15:1.

Summer Academy

In addition to an extended school day, the District also implemented a Summer Academy for students in pre-kindergarten – twelfth grade. The Summer Academy is designed to be a seamless and structured approach to providing the necessary learning opportunities for all students. DPS' extended school year is an intervention that provides students additional instructional time and learning opportunities. The program is based on an analysis of both formative and summative student data. The District has created benchmark assessments to include embedded questions reflective of the state standards and national standards assessed on the MEAP and NAEP respectively. The Summer Academy represents the bridge between the school years. The “bridge” is designed as a continuation of learning opportunities for students to achieve high standards with a rigorous curriculum. The Academy provides additional time and intensive, quality instruction to prepare students for continued successes. Instruction will include daily standards-based lessons using the materials and resources for reading and mathematics at each grade level. Students will be provided a range of learning opportunities in the areas of integrated technology, writing literacy, and mathematics through cultural arts classes.

120-Minute Literacy Block/ 90-Minute Math Block

The District instituted a mandatory 120-minute literacy block for and a 90-minute math block for all students in grades Pk-8. Teachers will participate in professional development to understand the components of a Balanced Literacy and Math Programs and how to utilize the additional time effectively in order to support implementation of the program components. Below is an example of our middle school student schedule with the math and literacy block component:

| 6-207 Ms. Tiseo | 6-203 Ms. Carone | 6-100 Ms. Brownfield | 7-205 Ms. Branch | 7-209 Ms. Osborne | 7-102 Mr. Washington | 8-208 Ms. Rowe | 8-101 Ms. Sutton | 8-105 Mr. Graham | LD - 200 Ms. Moss | Hour |
|--------------------------------|---------------------------------|-------------------------------------|---------------------------------|----------------------------------|-------------------------------------|-------------------------------|---------------------------------|---------------------------------|--------------------------------------|-------------|
| Vocal Music | SCI 100 | SS 203 | Math 105 | ELA 209 | Gym | ELA 208 | ELA 205 | SS 102 | 200 | 1 |
| ELA 207 | Math 202 | SCI 100 | SS 203 | ELA 209 | MATH 105 | ELA 208 | ELA 205 | MATH 201 | 200 | 2 |

| | | | | | | | | | | |
|----------|--------------------|--------------------|--------------------|------------|----------|--------------------|------------|------------|--------------------|----------|
| ELA 207 | Math 202 | VOCAL MUSIC | MAT H 105 | ELA 209 | SCI 101 | ELA 208 | ELA 205 | MATH 201 | 200 | 3 |
| ELA 207 | Vocal Music | ELA 209 | ELA 205 | MATH 105 | SS 102 | MAT H 201 | GYM | ELA 208 | 200 | 4 |
| Math 202 | SS 203 | ELA 209 | ELA 205 | MATH 201 | ELA 207 | VOCAL MUSIC | SCI 101 | ELA 208 | 200 | 5 |
| Math 202 | ELA 207 | ELA 209 | ELA 205 | GYM | ELA 208 | MAT H 201 | SS 102 | SCI 101 | SCI 100 | 6 |
| SS 203 | ELA 207 | Math 202 | SCI 101 | SCI 100 | MATH 105 | SS 102 | MATH 105 | ELA 208 | Vocal Music | 7 |
| SCI 100 | ELA 207 | MATH 202 | Vocal Music | SS 102 | ELA 205 | SCI 101 | MATH 105 | GYM | 200 | 8 |

11. Provide appropriate social-emotional and community-oriented services and supports for students.

Detroit Public Schools has partnerships with many community organizations in order to provide the necessary wrap-around services to make students not only academically successful, but socially capable. Students identified by various sources like principals, teachers and counselors are referred to internal departments such as, but not limited to: the Office of Psychology, the Office of Social Work, the Office of Student Support Services and the Office of Special Education and the Office of Early Intervention, to receive the necessary assistance. Assistance ranges from housing, psychological, social services and medical referrals to being fitted for eyeglasses and receiving clothing and food assistance. If an internal department cannot fully meet the needs of the child, relationships with the Juvenile Court, Detroit Housing Commission, Department of Human Services, Detroit Workforce Development, Henry Ford Hospital, CommunityMental Health Board, and countless other providers have been established so each student can be directly linked with an organization that can help to meet their needs. Partnerships extend to the point where some organizations have service centers within school buildings.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model
2. A new school model (themed, dual language academy, etc.)

Attachment I Detailed Budget

Law SCHOOOL IMPROVEMENT GRANT DESCRIPTION FORM

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

| FUNCTION CODE | FUNCTION TITLE | BUDGET OBJECT | DESCRIPTION | TOTAL EXPENDITURES |
|----------------------|-------------------------------------|---------------------------------|---|---------------------------|
| 110 | Instruction – Basic Programs | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | Cost of supplies and materilas to support improvement of instruction. Calculator, surge protectors, pencil sharpeners, computer hardware and assessories. | \$279,280.00 |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 120 | Instruction – Added Needs | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 210 | Pupil Support Services | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |

| | | | | |
|------------|-------------------------------|-------------------------------------|--|-------------|
| | | OTHER EXPENDITURES | | |
| 211 | Truancy/Absenteeism | SALARIES | Salary for an Attendance Agent to monitor student absenteeism, tardiness, and truancy. | \$34,000.00 |
| | | BENEFITS | Benefits for Attendance Agent | \$9,000.00 |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 212 | Guidance Services | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 213 | Health Services | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 214 | Psychological Services | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |

| | | | | |
|------------|---------------------------------------|---------------------------------|---|--------------|
| | | OTHER EXPENDITURES | | |
| 216 | Social Work Services | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 220 | Instructional Staff Services | SALARIES | | |
| | | Purchased services | Maintain services of our partner provider Teachscape to assist with improving quality instruction and gathering focus data. | \$300,000.00 |
| | | PURCHASED SERVICES | Maintain services of Wayne RESA Process Mentor to ensure School Improvement fidelity. | \$100,000.00 |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 221 | Improvement of Instruction | SALARIES | Salary and benefits for 2 FTE Instructional Specialists in ELA and Math | \$148,600.00 |
| | | BENEFITS | 2 FTE Instructional Specialists | \$65,204.00 |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 225 | Instruction Related Technology | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |

| | | | | |
|------------|------------------------------------|---------------------------------|---|--------------|
| | | SUPPLIES & MATERIALS | Purchase of Apple iPads to assist teachers and administrators in the analysis of data, instructional improvement, and evaluation. | \$35,000.00 |
| | | Supplies & MATERIALS | Purchase of four desktop computers in each classroom to expand student learning and connectivity to internet and web-based learning. | \$200,000.00 |
| | | Supplies & MATERIALS | Purchase of Smartboards, flat screened tv's, and DVD players to update instructional technology and increase multisensory learning to improve academic performance and enhance instruction. | \$100,000.00 |
| | | OTHER EXPENDITURES | | |
| 227 | Academic Student Assessment | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 230 | General Administration | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 232 | Executive Administration | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |

| | | | | |
|------------|----------------------------------|-------------------------------------|--|--|
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 240 | School Administration | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 250 | Support Services Business | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 257 | Internal Services | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 266 | Operation and Maintenance | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |

| | | | | |
|------------|--|---------------------------------|--|-------------|
| | | OTHER EXPENDITURES | | |
| 280 | Central Support Services | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 281 | Planning, Research, Development | SALARIES | Stipends for teachers who attend professional development to improve student achievement in the core academics. | \$50,000.00 |
| | and Evaluation | BENEFITS | Benefits attached to Professional Development stipends | \$25,000.00 |
| | | PURCHASED SERVICES | Catering costs for Professional Development sessions | \$6,300.00 |
| | | Purchased Services | Cost for Professional Development facilitator in the areas of core academics, technology, and using data to improve student achievement. | \$65,000.00 |
| | | PURCHASED SERVICES | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 283 | Staff/Personnel Services | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 300 | Community Services | SALARIES | | |

| | | | | |
|-----|------------------------------|----------------------|-------|----------------|
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 311 | Community Services Direction | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| 331 | Community Activities | SALARIES | | |
| | | BENEFITS | | |
| | | PURCHASED SERVICES | | |
| | | SUPPLIES & MATERIALS | | |
| | | CAPITAL OUTLAY | | |
| | | OTHER EXPENDITURES | | |
| | | | | |
| | | | TOTAL | \$1,417,384.00 |

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Law Elementary School

110 - Basic Programs

| Function Code | Description | FTE / Hours | Salaries 1000 | Benefits 2000 | Purchased Services 3000, 4000 | Supplies & Materials 5000 | Capital Outlay 6000 | Other Expenses 7000, 8000 | Total |
|---|---|-------------|------------------|------------------|----------------------------------|------------------------------|------------------------|------------------------------|-----------|
| 112 - Basic Programs – Middle/Junior High | Cost of supplies and materials to support improvement of instruction. Calculators, surge protectors, electric pencil sharpeners, computer hard ware and peripheries, supplies, paper, and zip drives. The fourth and fifth grade students will participate in a statewide trip to expand general levels of knowledge in Social studies, Science, Math and literacy. | | | | | \$279,280 | | | \$279,280 |
| | Sub-Total | | | | | \$279,280 | | | \$279,280 |

210 - Support Services – Pupil

| Function Code | Description | FTE / Hours | Salaries 1000 | Benefits 2000 | Purchased Services 3000, 4000 | Supplies & Materials 5000 | Capital Outlay 6000 | Other Expenses 7000, 8000 | Total |
|---|---|-------------|------------------|------------------|----------------------------------|------------------------------|------------------------|------------------------------|----------|
| 211 - Support Services – Pupil – Truancy/Absenteeism Services | Salary for an Attendance Agent to monitor student absenteeism, tardiness and truancy@ a cost of \$23,773 Hdlv&fringe=\$19,227 | 1 | \$23,773 | \$19,227 | | | | | \$43,000 |
| | Sub-Total | 1 | \$23,773 | \$19,227 | | | | | \$43,000 |

220 - Support Services – Instructional Staff

| Function Code | Description | FTE / Hours | Salaries 1000 | Benefits 2000 | Purchased Services 3000, 4000 | Supplies & Materials 5000 | Capital Outlay 6000 | Other Expenses 7000, 8000 | Total |
|----------------------------------|---|-------------|------------------|------------------|----------------------------------|------------------------------|------------------------|------------------------------|-----------|
| 221 - Improvement of Instruction | Maintain services of our partner provider Teachscape to assist with improving quality instruction and gathering focus data | | | | \$300,000 | | | | \$300,000 |
| 221 - Improvement of Instruction | Maintain services of Wayne RESA Process Mentor to ensure School Improvement | | | | \$100,000 | | | | \$100,000 |
| 221 - Improvement of Instruction | Cost for 2- FTE Instructional Specialists to provide professional development to assist in the support of improvement of ELA and Math instruction plus salary | 2 | \$148,600 | \$65,204 | | | | | \$213,804 |

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Law Elementary School

| | | | | | | | | | |
|----------------------------------|---|---------|-----------|----------|-----------|----------|--|--|-----------|
| 221 - Improvement of Instruction | Stipends - Salary and benefits for workshops to increase staff performance in core academic areas and proficiency in technology support, understanding student data and how to support parents' roles in the academic performance of their children will improve communication. 27 teachers @ \$23.82 @ 12 sessions, 5 hrs a session, plus fringes. | 1620h | \$50,000 | \$25,000 | | | | | \$75,000 |
| 221 - Improvement of Instruction | catering costs for Professional Development sessions | | | | | \$6,300 | | | \$6,300 |
| 221 - Improvement of Instruction | Cost for professional development facilitator in the areas of core academics, technology and using data to improve student achievement | | | | | \$65,000 | | | \$65,000 |
| | Sub-Total | 2/1620h | \$198,600 | \$90,204 | \$471,300 | | | | \$760,104 |

| Function Code | Description | FTE / Hours | Salaries 1000 | Benefits 2000 | Purchased Services 3000, 4000 | Supplies & Materials 5000 | Capital Outlay 6000 | Other Expenses 7000, 8000 | Total |
|-------------------------------------|--|-------------|------------------|------------------|----------------------------------|------------------------------|------------------------|------------------------------|-------------|
| 225 - Computer-Assisted Instruction | Purchase of Apple iPads to assist teachers and administrators in the analysis of data, instructional improvement and evaluation | | | | | \$35,000 | | | \$35,000 |
| 225 - Computer-Assisted Instruction | Purchase of four desktop computers in each classroom to expand student learning and connectivity to internet and web-based learning | | | | | \$200,000 | | | \$200,000 |
| 225 - Computer-Assisted Instruction | Purchase of Smartboards, flat screen TVs and DVD players to update instructional technology and increase multisensory learning to improve academic performance and enhance instruction | | | | | \$100,000 | | | \$100,000 |
| | Sub-Total | | | | | \$335,000 | | | \$335,000 |
| | Sub Total | 3/1620h | \$222,373 | \$109,431 | \$471,300 | \$614,280 | | | \$1,417,384 |
| | Indirect Cost (Max Allowed: 4.45%) | | | | | | | | \$0 |
| | Grand Total | | | | | | | | \$1,417,384 |
| | Allocation | | | | | | | | \$0 |

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Law School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____